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| GRANT | DEADLINE | WEB LINK | SYNOPSIS |
| NSF-Course, Curriculum, and Laboratory Improvement | 12-Jan-08 | <http://www.nsf.gov/pubs/2008/nsf08546/nsf08546.htm> | The program supports efforts to create, adapt, and disseminate new learning materials and teaching strategies, develop faculty expertise, implement educational innovations, assess learning and evaluate innovations, and conduct research on STEM teaching and learning. |
| IML-Laura Bush 21st Century Librarian Program | 15-Dec-08 | http://www.imls.gov/applicants/grants/21centuryLibrarian.shtm | Supports projects to develop faculty and library leaders, to recruit and educate the next generation of librarians, to conduct research on the library profession, and to support early career research on any area of library and information science by tenure-track, untenured faculty in graduate schools of library and information science. It also supports projects to attract high school and college students to consider careers in libraries, to build institutional capacity in graduate schools of library and information science, and to assist in the professional development of librarians and library staff. |
| USDA-Education, and Agriculture in the K-12 Classroom Challenge (SPECA) Grants Program | 15-Dec-08 | <http://www.csrees.usda.gov/funding/rfas/sec_challenge.html> | To promote and strengthen agriscience and agribusiness education. CSREES anticipates the amount available for support of this program in FY 2009 will be approximately $1 million. |
| NSF-Discovery Research K-12 | 17-Dec-08 | <http://www.nsf.gov/pubs/2008/nsf08609/nsf08609.htm> | Seeks to enable significant advances in preK-12 student and teacher learning of the STEM disciplines through the development, implementation, and study of resources, models, and technologies for use by students, teachers, and policymakers. |
| NEH-We the People Challenge Grants in United States History, Institutions, and Culture | 8-Jan-09 | <http://www.neh.gov/grants/guidelines/wtpchallenge.html> | To help institutions and organizations secure long-term improvements in and support for humanities activities that examine American history through the lens of the nation’s founding principles. |
| NSF-Ethics Education in Science and Engineering (EESE) | 8-Jan-09 | <http://www.nsf.gov/pubs/2008/nsf08530/nsf08530.htm> | Research and educational projects to improve ethics education in all of the fields of science and engineering that NSF supports, especially in interdisciplinary or inter-institutional contexts.  Proposals must focus on improving ethics education for graduate students in those fields, although the proposed programs may benefit advanced undergraduates in addition to graduate students. |
| NIH-Research Education Grants for Statistical Training in the Genetics of Addiction (R25) | 30-Jan-09 | <http://grants.nih.gov/grants/guide/pa-files/PAR-08-081.html> | This FOA invites applications focused on research education for the development and testing of new statistical models to address genetics-based research problems in addiction. Applicants are expected to propose a well-integrated research education and training program in statistical models or computational methods in genetics for undergraduate, graduate, and/or postdoctoral level students |
| NIH-Pre-application for a Biomedical Technology Research Resource (X02) | 3-Feb-09 | <http://grants.nih.gov/grants/guide/pa-files/PAR-08-260.html> | Research and development on new technology and new/improved instruments driven by the needs of basic, translational, and clinical researchers.  The Resources are charged to make their technologies available, to train members of the research community in the use of the technologies, and to disseminate both these technologies and the Resource’s experimental results broadly. |
| DHHS-Understanding and Promoting Health Literacy | 5-Feb-09 | <http://grants.nih.gov/grants/guide/pa-files/PAR-07-020.html> | To combat the low health literacy in the US. |
| NIH-Science Education Drug Abuse Partnership Award – R25 | 21-Feb-09 | <http://grants.nih.gov/grants/guide/pa-files/PAR-08-145.html> | Solicits Research Education (R25) grant applications to fund the development and evaluation of innovative model programs and materials for enhancing knowledge and understanding of neuroscience and the biology of drug abuse and addiction among K-12 students, the general public, health care practitioners, and other groups.  The award provides support for the formation of partnerships between scientists and educators, media experts, community leaders, and other interested organizations for the development and evaluation of programs and materials that will enhance knowledge and understanding of science related to drug abuse. The intended focus is on topics not well addressed in existing efforts by educational, community, or media activities. |
| NSF-Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP) | 26-Feb-09 | <http://www.nsf.gov/pubs/2008/nsf08569/nsf08569.htm> | To increase the number of students (U.S. citizens or permanent residents) receiving associate or baccalaureate degrees in established or emerging fields within science, technology, engineering, and mathematics (STEM). Type 1 proposals are solicited that provide for full implementation efforts at academic institutions. |
| NIH-Improving Diet and Physical Activity Assessment (R21) | 2-Mar-09 | <http://grants.nih.gov/grants/guide/pa-files/PAR-06-103.html> | Promoting innovative research to enhance the quality of measurements of dietary intake and physical activity. Applications may include development of:  novel assessment approaches; better methods to evaluate instruments; assessment tools for culturally diverse populations; across various age-groups including older adults; improved technology or applications of existing technology; or statistical methods to assess or correct for measurement errors or biases. |
| NIH-Mentored Clinical Scientist Research Career Development Award (K08) | 17-Mar-09 | <http://grants.nih.gov/grants/guide/pa-files/PA-06-512.html> | The Mentored Clinical Scientist Research Career Development Award (K08) represents the continuation of a long-standing NIH program that provides support and “protected time” to individuals with a clinical doctoral degree for an intensive, supervised research career development experience in the fields of biomedical and behavioral research, including translational research.  Individuals with a clinical doctoral degree interested in pursuing a career in patient-oriented research should refer to the NIH Mentored Patient-Oriented Research Career Development Award (K23). |
| NIH-Mentored Quantitative Research Development Award (K25) | 2-Apr-09 | <http://grants.nih.gov/grants/guide/pa-files/PA-06-087.html> | The goals of NIH-supported research training and career development programs are to help ensure that diverse pools of highly trained scientists are available in adequate numbers and in appropriate research areas to address the Nation’s biomedical, behavioral, and clinical research needs.  NIH mentored career development awards provide mentored research experiences to gain additional expertise in a new research area or in an area that will significantly enhance an investigator’s research capabilities.   It is expected that the mentored research and career development experience will lead to an independent and productive research career. |
| NIH-Academic Career Award (K07) | 25-May-09 | <http://grants.nih.gov/grants/guide/pa-files/PA-08-152.html> | The purpose of the NIH Academic Career Award is to provide support to increase the pool of individuals with academic and research expertise to become academic researchers and to enhance the educational or research capacity at the grantee sponsoring grantee institution.  The Academic Career Award supports Development awards for more junior level candidates and Leadership awards for more senior individuals with acknowledged scientific expertise and leadership skills. |
| NIH-Mentored Patient-Oriented Research Career Development Award (K23) | 25-May-09 | <http://grants.nih.gov/grants/guide/pa-files/PA-05-143.html> | To help ensure that a diverse pool of highly trained scientists are available in adequate numbers and in appropriate research areas to address the Nation's biomedical, behavioral, and clinical research needs. |
| NIH-Midcareer Investigator Award in Patient-Oriented Research (K24) | 25-May-09 | <http://grants.nih.gov/grants/guide/pa-files/PA-08-151.html> | The purpose of the Midcareer Investigator Award in Patient-Oriented Research is to provide support to mid-career health-professional doctorates or equivalent who are typically at the Associate Professor level or the equivalent (see Section III. Eligible Individuals) for protected time to devote to patient-oriented research (POR) and to act as research mentors primarily for clinical residents, clinical fellows and/or junior clinical faculty.  The intent of this award is two-fold: 1) to enable mid-career clinician scientists to devote more time and to augment their capabilities in patient-oriented research; and 2) to enable mid-career clinical scientists to mentor new clinical investigators in the conduct of patient-oriented research.  An award recipient who continues to have an independent peer-reviewed patient-oriented research program and continues to provide mentoring to new investigators can continue to contribute to the overall goals of the program after being promoted to Full professor. |
| NIH-Geographic and Contextual Influences on Energy Balance-Related Health Behaviors (R21) | 29-Sep-09 | <http://grants.nih.gov/grants/guide/pa-files/PA-08-193.html> | Encourages the submission of grant applications that propose hypothesis-driven projects exploring associations between the built environment, other contextual features of where people of all ages live and work and health behaviors related to energy balance. These projects should use population level data from health surveys and other large health studies. It is expected that the proposed projects will be designed to add/include contextual variables at diverse levels of geographic aggregation to such studies on behaviors that affect individual energy balance and thereby health.  Subsequent analyses should be aimed at understanding the relative importance of the contextual variables (including home, work, school, and/or other environments) as determinants of energy balance-related health behaviors. |
| NIH-The Science and Ecology of Early Development (SEED) [R01] | Application Submission/Receipt Date(s) (renewal, resubmission, and revision applications): 16-Nov-07; 16-July-08; 16-Mar-09 (alternating standard R21 receipt dates). | <http://grants.nih.gov/grants/guide/pa-files/PA-08-069.html> | This Funding Opportunity Announcement (FOA) encourages submission of investigator-initiated research grant applications that seek to develop a comprehensive program of research focused on the mechanisms through which social, economic, cultural, and community-level factors, and their interactions, impact the early cognitive, neurobiological, socio-emotional, and physical development of children. |
| NIH-Reducing Risk Behaviors by Promoting Positive Youth Development (R03) | Expiration Date: 08-Sep-11 | <http://grants.nih.gov/grants/guide/pa-files/PA-08-242.html> | Applications from institutions/ organizations that propose to enhance our understanding of effective positive youth development programs and the mechanisms responsible for positive health and developmental outcomes.  These studies may include the evaluation of particular components of new or existing youth development programs thought to be responsible for positive development; the examination of child and adolescent assets, behaviors, and development that influence positive youth trajectories; and the evaluation of family, community, or social assets and liabilities that contribute to or hamper youth development.  Investigators and/or colleagues should have a strong knowledge of child development. |
| NIH-Meetings, Conferences, and Networks for Research Partnerships to Improve Functional Outcomes (R13) | Expiration Date: 8-Sep-11 | <http://grants.nih.gov/grants/guide/pa-files/PAR-08-207.html> | This funding opportunity announcement (FOA) solicits Conference Grant (R13/U13) applications from applicant organizations for meetings and networks that will facilitate interdisciplinary research partnership among investigators.  The goal is to create opportunities for forming strong and effective multi-disciplinary scientific teams to address basic, translational, or clinical research problems in rehabilitation or management of chronic disease, including mental disorders. |
| NIH-The Science and Ecology of Early Development (SEED) [R01] | Expiration Date: 8-Jan-11 | <http://grants.nih.gov/grants/guide/pa-files/PA-08-069.html> | Encourages submission of investigator-initiated research grant applications that seek to develop a comprehensive program of research focused on the mechanisms through which social, economic, cultural, and community-level factors, and their interactions, impact the early cognitive, neurobiological, socio-emotional, and physical development of children. |
| NIH-Community Participation in Research (R01) | Expiration Date: 8-May-11 | <http://grants.nih.gov/grants/guide/pa-files/PA-08-074.html> | Intervention research on health promotion, disease prevention, and health disparities that communities and researchers jointly conduct. |
| NIH-Methodology and Measurement in the Behavioral and Social Sciences (R21) | Expiration Date: 8-Sep-11 | <http://grants.nih.gov/grants/guide/pa-files/PAR-08-213.html> | The goal of this Funding Opportunity Announcement (FOA) is to encourage research that will improve the quality and scientific power of data collected in the behavioral and social sciences, relevant to the missions of the participating NIH Institutes and Centers. |
| NIH-Diversity-promoting Institutions Drug Abuse Research Program (DIDARP) (R24) | LOI due: 16-June-09 | <http://grants.nih.gov/grants/guide/pa-files/PAR-09-011.html> | Encourages Research Project Grant (R24) applications from institutions that historically and/or currently serve students from diverse and disadvantaged backgrounds that aim to increase their capacity to conduct drug abuse and addiction research. The applications should propose to foster the research career development of a diverse cadre of faculty, students and staff who are currently underrepresented in drug abuse research, and to enhance research infrastructure at the institution. |
| NIH-Community Participation Research Targeting the Medically Underserved (R01) | LOI due: 15-Apr-09 | <http://grants.nih.gov/grants/guide/pa-files/PAR-08-075.html> | To solicit Research Project Grant (R01) applications that propose research on health promotion, disease prevention, and health disparities that is jointly conducted by communities and researchers and targets medically underserved areas (MUAs) and medically underserved populations (MUPs) as defined by the Department of Health and Human Services (DHHS) Health Resources and Services Administration (HRSA). |
| NIH-Research on Autism and Autism Spectrum Disorders (R03) | Expiration Date: 2-July-09 (now 8-Sep-09 per NOT-OD-07-093) | <http://grants.nih.gov/grants/guide/pa-files/PA-06-391.html> | Solicits the Small Research (R03) grant mechanism for the support of research designed to elucidate the diagnosis, epidemiology, etiology, genetics, treatment, and optimal means of service delivery in relation to Autistic Disorder ("autism") and autism spectrum disorders (Rett's Disorder, Childhood Disintegrative Disorder, Asperger's Disorder, Pervasive Developmental Disorder-Not Otherwise Specified, or "Atypical Autism").  Basic, clinical, and applied studies are encouraged. |
| NSF-Grant Opportunities for Academic Liaison with Industry (GOALI) | Supplement and full proposals accepted anytime | <http://www.nsf.gov/pubs/2007/nsf07522/nsf07522.htm> | Grant Opportunities for Academic Liaison with Industry (GOALI) aims to synergize university-industry partnerships by making project funds or fellowships/traineeships available to support an eclectic mix of industry-university linkages. |
| DHHS-Reducing Risk Behaviors by Promoting Positive Youth Development (R03) | Expiration Date: 8-Sep-11 | <http://grants.nih.gov/grants/guide/pa-files/PA-08-242.html> | Encourage Research Project Small (R03) Grant applications from institutions/ organizations that propose to enhance our understanding of effective positive youth development programs and the mechanisms responsible for positive health and developmental outcomes. |
| DHHS-School-based Interventions to Prevent Obesity (R01) | Expiration Date: 6-July-09 | <http://grants.nih.gov/grants/guide/pa-files/PA-07-180.html> | Encourages the formation of partnerships between academic institutions and school systems in order to develop and implement controlled, school-based intervention strategies designed to reduce the prevalence of obesity in childhood. This FOA also encourages evaluative comparisons of different intervention strategies, as well as the use of methods to detect synergistic interactions between different types of interventions. |
| DHHS-Parenting Capacities and Health Outcomes in Youths and Adolescents (R21) | Expiration Date: 3-Jan-09 (now 8-Jan-09 per NOT-OD-07-093) | <http://grants.nih.gov/grants/guide/pa-files/PA-06-530.html> | Solicits Exploratory/Developmental (R21) grant applications from applicant organizations aimed at increasing the parenting skills and capacities of parents and caregivers to improve the health outcomes of their young and adolescent children. |
| Mentored Patient-Oriented Research Career Development Award (K23) | Expiration Date: 8-Jan-09 (per PA-09-043) - Previously: 8-Jan-10 (per NOT-OD-08-069) - Originally: 2-Sep-08 | <http://grants1.nih.gov/grants/guide/pa-files/PA-05-143.html> | The purpose of the Mentored Patient-Oriented Research (POR) Career Development Award (K23) is to support the career development of investigators who have made a commitment to focus their research endeavors on patient-oriented research.  This mechanism provides support for three to five years of supervised study and research for clinically trained professionals who have the potential to develop into productive, clinical investigators focusing on patient-oriented research.  Applicants must justify the need for a period of mentored research experience and provide a convincing case that the proposed period of support and career development plan will substantially enhance their careers as independent investigators in patient-oriented research. |
| Pre-Application for the 2009 NIH Director’s Pioneer Award Program (X02) | Peer Review Date(s): Mar-09 | <http://grants.nih.gov/grants/guide/pa-files/PAR-09-012.html> | The NIH Director’s Pioneer Award Program complements NIH's traditional, investigator-initiated grant programs by supporting individual scientists of exceptional creativity who propose pioneering and possibly transformative approaches to addressing major biomedical or behavioral challenges. To be considered pioneering, the proposed research must reflect ideas substantially different from those already being pursued in the investigator’s laboratory or elsewhere. The NIH Director’s Pioneer Award Program is a High-Risk Research initiative of the NIH Roadmap for Medical Research. |
| Russell Sage Foundation-Small Grants Program in Behavioral Economics | LOI due: 16-June-09 Application Receipt Date: 15-July-09 | <http://www.russellsage.org/programs/other/behavioral/smallgrants/> | Demonstrate explicit use of psychological concepts in the motivation of the design and the preparation of the results. This program will be administered under the auspices of the Behavioral Economics Roundtable, a group of researchers in behavioral economics formed by the Russell Sage Foundation to encourage inter-disciplinary research in behavioral economics. |
| NIH-Understanding and Promoting Health Literacy(R21) | LOI: 15-Apr-09 | http://grants.nih.gov/grants/guide/pa-files/PAR-07-018.html | The ultimate goal of this program announcement is to encourage empirical research on health literacy concepts, theory and interventions as these relate to the U.S. Department of Health and Human Services’ public health priorities that are outlined in its HealthierUS and Healthy People 2010 initiatives.  Health literacy is defined as the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. |
| NIH-Diet Composition and Energy Balance (R01) | Expiration Date: 6-Mar-10 | <http://grants.nih.gov/grants/guide/pa-files/PA-07-218.html> | The goal of this funding opportunity announcement (FOA) is to invite Research Project Grant (R01) applications investigating the role of diet composition in energy balance, including studies in both animals and humans.  Both short and longer-term studies are encouraged, ranging from basic studies investigating the impact of micro-or macronutrient composition on appetite, metabolism, and energy expenditure through clinical studies evaluating the efficacy of diets differing in micro- or macronutrient composition, absorption, dietary variety, or energy density for weight loss or weight maintenance. |
| NIH-Improving Diet and Physical Activity Assessment (R01) | LOI due: 5-Jan-09 | <http://grants.nih.gov/grants/guide/pa-files/PAR-07-259.html> | Diet and physical activity are lifestyle and behavioral factors that play a role in the etiology and prevention of many chronic diseases such as cancer and coronary heart disease. Both also play roles in preventing overweight/obesity and in maintaining weight loss. Therefore, diet and physical activity are assessed for both surveillance and epidemiologic/clinical research purposes. The measurement of usual dietary intake or physical activity over varying time periods or in the past, by necessity, has relied on self-report instruments. Such subjective reporting instruments are cognitively difficult for respondents, and are prone to considerable measurement errors that may vary among population subgroups and depend on the time frame considered and the characteristics of the respondents. |
| NIH-Research On Ethical Issues In Human Subjects Research (R01) | Proposals accepted anytime | <http://grants.nih.gov/grants/guide/pa-files/PA-07-277.html> | Research Project applications must include hypotheses and preliminary data for proposed empirical research. Applicants are strongly encouraged to take into consideration issues that have relevance to specific missions of the NIH participating components. |
| USDOE-Asian American and Native American Pacific Islander-Serving Institutions Program (CCRAA) | 20-Feb-09 | <http://www.ed.gov/programs/aanapiccraa/index.html> | The purpose of the Asian American and Native American Pacific Islander-Serving Institution Program is to support institutions of education in their effort to increase their self-sufficiency by improving academic programs, institutional management, and fiscal stability. |
| USDOE-Assessment for Accountability -- Special Education Research | Deadline for Transmittal of Applications for CFDA 84.324A: 27-July-06 Deadline for Transmittal of Applications for CFDA 84.324A: July 27, 2006 | <http://www.ed.gov/programs/specedassessment/index.html> | Children with disabilities are now included in state academic assessments under the No Child Left Behind Act, as well as other state and local assessment systems that are used for accountability purposes. This program addresses questions related to how assessments, measures of progress, assessment standards, and accountability provisions should be designed to capture and represent growth in high priority skills among children with disabilities. The overall goal of this program is the design and implementation of assessment systems that are valid and that provide information that can be used to promote the highest levels of achievement for all children. |
| USDOE-Autism Spectrum Disorders -- Special Education Research | Deadline for Transmittal of Applications for CFDA 84.324B: 16-Nov-06 | <http://www.ed.gov/programs/specedautism/index.html> | The purpose of the Autism Spectrum Disorders Research Grants Program is to contribute to the improvement of cognitive, communicative, academic, social, and behavioral outcomes of children identified with autism spectrum disorder (ASD) in preschool through middle school. |
| NIH-Business and International Education Program |  | CALENDAR LINK: http://grants1.nih.gov/grants/funding/submissionschedule.htm | This program provides funds to institutions of higher education (IHEs) that enter into agreements with trade associations and businesses to improve the academic teaching of the business curriculum and to conduct outreach activities that expand the capacity of the business community to engage in international economic activities. |
| USDOE-Civic Education | 24-Aug-07 | <http://www.ed.gov/programs/coopedexchange/index.html> | The purpose of this program is to: develop exemplary curricula and teacher training programs in civics, government, and economic education and make them available to educators from the United States and other eligible countries; assist eligible countries in the adaptation, implementation, and institutionalization of such programs; create and implement civics, government, and economic education programs for students that draw upon the experiences of participating eligible countries; and provide a means for the exchange of ideas and experiences in civics, government, and economic education among political, governmental, private sector, and education leaders of participating eligible countries. |
| USDOE-Disability and Rehabilitation Research and Related Projects | 1-Aug-08 | <http://www.ed.gov/programs/drrp/index.html> | The purpose of the program is to plan and conduct research, demonstration projects, training, and related activities to improve the lives of individuals with disabilities. These projects are quite varied, though all are aimed at fulfilling NIDRR's overarching goals of inclusion, integration, employment, and self-sufficiency for people with disabilities. |
| USDOE-Distance Education Demonstration Program | 6-Oct-03 | <http://www.ed.gov/programs/disted/index.html> | This program supports the use of technology to deliver instruction by issuing waivers of certain Department regulations in order to enhance access to federal student aid for distance education students pursuing college-level academic studies and training. |
| USDOE-Early Childhood Educator Professional Development Program | 30-Jun-08 | <http://www.ed.gov/programs/eceducator/index.html> | The purpose is to promote school readiness and improved learning outcomes of young children by providing high quality professional development programs to improve the knowledge and skills of early childhood educators and caregivers who work in early childhood programs located in high-poverty communities and who serve primarily children from low-income families. |
| USDOE-Education Research | 1-Nov-07 | <http://www.ed.gov/programs/edresearch/index.html> | Under this program title, IES supports research to improve education at all levels. |
| USDOE-Educational Opportunity Centers Program | Winter 2010 | <http://www.ed.gov/programs/trioeoc/index.html> | The Educational Opportunity Centers program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. An important objective of the program is to counsel participants on financial aid options and to assist in the application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions. |
| USDA-Higher Education Challenge (HEC) Grants Program | 30-Jan-09 | [www.csrees.usda.gov/fo/educationchallengehigheredhep.html](http://www.csrees.usda.gov/fo/educationchallengehigheredhep.html) | CSREES requests applications for the Higher Education Challenge Grants Program (HEC) for fiscal year (FY) 2009 to stimulate and enable colleges and universities to provide the quality of education necessary to produce baccalaureate or higher degree level graduates capable of strengthening the Nation’s food and agricultural scientific and professional workforce. The amount available for support of this program in FY 2009 is approximately $5.2 million. |
| NSF-Partnerships for International Research and Education (PIRE) program | 26-Feb-09 | <http://www.nsf.gov/pubs/2009/nsf09505/nsf09505.htm?govDel=USNSF_25> | Seeks to catalyze a higher level of international engagement in the U.S. science and engineering community by supporting innovative, international research and education collaborations. The program will enable U.S. scientists and engineers to establish collaborative relationships with international colleagues in order to advance new knowledge and discoveries at the frontiers of science and engineering and to promote the development of a diverse, globally-engaged U.S. scientific and engineering workforce. |
| NSF-Discovery Research K-12 (DR-K12) | 8-Jan-09 | <http://www.nsf.gov/pubs/2008/nsf08609/nsf08609.htm?govDel=USNSF_25> | Seeks to enable significant advances in preK-12 student and teacher learning of the STEM disciplines through the development, implementation, and study of resources, models, and technologies for use by students, teachers, and policymakers. Activities funded under this solicitation begin with a research question or hypothesis about effective preK-12 STEM learning and teaching; develop, adapt, or study innovative resources, models, or technologies; and demonstrate if, how, for whom, and why their implementation affects learning. |
| NIH-Initiative for Maximizing Student Diversity (IMSD)(R25) | 23-Feb-09 | [http://grants1.nih.gov/grants/guide/pa-files/PAR-06-553.html#SectionII](http://grants1.nih.gov/grants/guide/pa-files/PAR-06-553.html#SectionII ) | The Minority Biomedical Research Support (MBRS) Program was created in response to a legislative mandate to “increase the numbers of underrepresented minority faculty, investigators and students engaged in biomedical and behavioral research, and to broaden the opportunities for underrepresented minority faculty and students for participation in biomedical and behavioral research.” To accomplish this goal, the Initiative for Maximizing Student Diversity (IMSD) program provides, at research institutions, institutional grants for students from groups underrepresented in biomedical and behavioral research with well integrated developmental activities that will increase their preparation and skills as they advance academically in the pursuit and successful completion of the Ph.D. degree. |
| NSF-Innovative Technology Experiences for Students and Teachers (ITEST) | 12-Jan-09 | <http://www.nsf.gov/pubs/2009/nsf09506/nsf09506.htm?govDel=USNSF_25> | The ITEST program responds to current concerns and projections about the growing demand for professionals and information technology workers in the U.S. and seeks solutions to help ensure the breadth and depth of the STEM workforce. ITEST supports research studies to address questions about how to find solutions. It also supports the development, implementation, testing, and scale-up of implementation models. A large variety of possible approaches to improving the STEM workforce and to building students’ capacity to participate in it may be implemented and studied. ITEST projects may include students or teachers, kindergarten through high school age, and any area of the STEM workforce.  Projects that explore cyberlearning, specifically learning with cyberinfrastructure tools such as networked computing and communications technologies in K-12 settings, are of special interest. |
| NSF-Math and Science Partnership (MSP) | 17-Feb-09 | <http://www.nsf.gov/pubs/2009/nsf09507/nsf09507.htm?govDel=USNSF_25> | The Math and Science Partnership (MSP) program is a major research and development effort that supports innovative partnerships to improve K-12 student achievement in mathematics and science. MSP projects are expected to raise the achievement levels of all students and significantly reduce achievement gaps in the mathematics and science performance of diverse student populations. In order to improve the mathematics and science achievement of the Nation's students, MSP projects contribute to what is known in mathematics and science education and serve as models that have a sufficiently strong evidence/research base to improve the mathematics and science education outcomes for all students. NSF's MSP program coordinates its effort with the Mathematics and Science Partnerships program of the U.S. Department of Education in the expectation that effective innovations in mathematics and science education will be disseminated into wider practice. The two programs are significant components of the America COMPETES Act of 2007 (Public Law 110-69). |
| Gang Resistance Education And Training (G.R.E.A.T.) Program Regional Training Centers | Jan 15, 2009 | <http://www.ojp.usdoj.gov/BJA/grant/09GREATRTCsol.pdf> | The Gang Resistance Education And Training (G.R.E.A.T.) Program (42 U.S.C. § 13921) is a school-based, law enforcement officer-instructed classroom curriculum administered by the Office of Justice Programs’ Bureau of Justice Assistance (BJA) in cooperation with the Department of Justice’s (DOJ’s) Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF). The program's primary objective is prevention and is intended to immunize students against delinquency, youth violence, and gang membership. G.R.E.A.T. lessons focus on providing life skills to students, in grades 4 through 8, to help them avoid engaging in delinquent behavior and violence to resolve problems |
| NSF-Research on Gender in Science and Engineering  (GSE) | 24-Feb-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=5475&org=NSF&sel_org=NSF&from=fund> | The Research on Gender in Science and Engineering program supports efforts to understand and address gender-based differences in science, technology, engineering, and mathematics (STEM) education and workforce participation through research, the diffusion of research-based innovations, and extension services in education that will lead to a larger and more diverse domestic science and engineering workforce. Typical projects will contribute to the knowledge base addressing gender-related differences in learning and in the educational experiences that affect student interest, performance, and choice of careers; how pedagogical approaches and teaching styles, curriculum, student services, and institutional culture contribute to causing or closing gender gaps that persist in certain fields. Projects will communicate and apply findings, evaluation results, and proven good practices and products to a wider community. |
| NSF-Research in Disabilities Education  (RDE) | 18-Feb-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=5482&org=NSF&sel_org=NSF&from=fund> | The Research in Disabilities Education (RDE) program seeks to broaden the participation and achievement of people with disabilities in all fields of science, technology, engineering, and mathematics (STEM) education and associated professional careers. The RDE program has been funding this objective since 1994 under the prior name "Program for Persons with Disabilities." Particular emphasis is placed on contributing to the knowledge base by addressing disability related differences in secondary and post-secondary STEM learning and in the educational, social and pre-professional  experiences that influence student interest, academic performance, retention in STEM degree programs, STEM degree completion, and career choices. |
| NSF-Innovative Technology Experiences for Students and Teachers  (ITEST) | 20-Feb-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=5467&org=NSF&sel_org=NSF&from=fund> | The ITEST program responds to current concerns and projections about the growing demand for professionals and information technology workers in the U.S. and seeks solutions to help ensure the breadth and depth of the STEM workforce. ITEST supports research studies to address questions about how to find solutions. It also supports the development, implementation, testing, and scale-up of implementation models. A large variety of possible approaches to improving the STEM workforce and to building students’ capacity to participate in it may be implemented and studied. ITEST projects may include students or teachers, kindergarten through high school age, and any area of the STEM workforce.  Projects that explore cyberlearning, specifically learning with cyberinfrastructure tools such as networked computing and communications technologies in K-12 settings, are of special interest. |
| NSF-Partnerships for International Research and Education  (PIRE) | 26-Feb-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=12819&org=NSF&sel_org=NSF&from=fund> | The Partnerships for International Research and Education (PIRE) program seeks to catalyze a higher level of international engagement in the U.S. science and engineering community by supporting innovative, international research and education collaborations. The program will enable U.S. scientists and engineers to establish collaborative relationships with international colleagues in order to advance new knowledge and discoveries at the frontiers of science and engineering and to promote the development of a diverse, globally-engaged U.S. scientific and engineering workforce. International partnerships are, and will be, increasingly indispensable in addressing many critical science and engineering problems. As science and engineering discoveries result more and more from international collaboration, U.S. researchers and educators must be able to operate effectively in teams comprised of partners from different nations and cultural backgrounds. The PIRE program will support bold, forward-looking research whose successful outcome results from all partners—U.S. and foreign—providing unique contributions to the research endeavor. It is also intended to facilitate greater student preparation for and participation in international research collaboration, and to contribute to the development of a diverse, globally-engaged U.S. science and engineering workforce. The program aims to support partnerships that will strengthen the capacity of institutions, multi-institutional consortia, and networks to engage in and benefit from international research and education collaborations. |
| NSF-Research Initiation Grants to Broaden Participation in Biology  (RIG BP) | 12-Jan-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=10676&org=NSF&sel_org=NSF&from=fund> | With the goal of broadening participation to all biologists including members from groups under-represented in biology, the Directorate for Biological Sciences (BIO) at NSF continues to offer Research Initiation Grants (RIG).  Currently, African Americans, Hispanics, Native Americans, Alaska Natives, and Native Hawaiians and other Pacific Islanders are under-represented in biology.  These grants are intended to increase the diversity of researchers who apply for and receive BIO funding to initiate research programs early in their careers. |
| NSF-Innovations in Engineering Education, Curriculum, and Infrastructure  (IEECI) | 11-Mar-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=13374&org=NSF&sel_org=NSF&from=fund> | The Innovations in Engineering Education, Curriculum, and Infrastructure (IEECI) program supports research which addresses four aspects of engineering education: (1) how students best learn the ideas, principles, and practices to become creative and innovative engineers, and how this learning is measured (2) how application of cyberlearning resources of networked computing and communication, interactive visualization capabilities, and well designed user interfaces can be used to develop easily transportable tools and systems with low barriers to adoption which significantly improve learning, (3) integration of sustainability into engineering education, and (4) future directions of U.S. engineering doctoral programs. |
| NSF-Broadening Participation Research Initiation Grants in Engineering  (BRIGE) | 13-Feb-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=503160&org=NSF&sel_org=NSF&from=fund> | The Directorate for Engineering (ENG) at the National Science Foundation offers a research initiation grant funding opportunity with the goal of broadening participation to all engineers including members from groups underrepresented in the engineering disciplines. |
|  |  |  | These grants are intended to increase the diversity of researchers in engineering disciplines to initiate research programs early in their careers, including those from underrepresented groups, engineers at minority serving institutions, and persons with disabilities. |
| NSF-Proactive Recruitment in Introductory Science and Mathematics  (PRISM) | 16-Feb-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=503311&org=NSF&sel_org=NSF&from=fund> | The goal of the program in Proactive Recruitment in Introductory Science and Mathematics is to strengthen the nation's scientific competitiveness by increasing the numbers of well-prepared, successful U.S. undergraduate majors and minors in science and mathematics.  The program will fund innovative, potentially transformational partnerships between the mathematical sciences and other science or engineering disciplines that widen the cross section of the mathematical sciences to which freshman and sophomore students are exposed and that provide these students increased opportunities for research experiences involving the mathematical sciences. |
| NSF-Developmental and Learning Sciences  (DLS) | 15-Jan-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=8671&org=NSF&sel_org=NSF&from=fund> | DLS supports fundamental research that increases our understanding of cognitive, linguistic, social, cultural, and biological processes related to children's and adolescents' development and learning.  Research supported by this program will add to our basic knowledge of how people learn and the underlying developmental processes that support learning, with the objective of leading to better educated children and adolescents who grow up to take productive roles as workers and as citizens. |
| NSF-Industry/University Cooperative Research Centers Program  (I/UCRC) | 6-Mar-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=5501&org=NSF&sel_org=NSF&from=fund> | The Industry/University Cooperative Research Centers (I/UCRC) program develops long-term partnerships among industry, academe, and government. The centers are catalyzed by a small investment from the National Science Foundation (NSF) and are primarily supported by industry center members, with NSF taking a supporting role in their development and evolution. Each center is established to conduct research that is of interest to both the industry and the center. An I/UCRC not only contributes to the Nation's research infrastructure base and enhances the intellectual capacity of the engineering and science workforce through the integration of research and education, but also encourages and fosters international cooperation and collaborative projects. |
| NSF-Research and Evaluation on Education in Science and Engineering  (REESE) | 9-Oct-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=13667&org=NSF&sel_org=NSF&from=fund> | The Division of Research on Learning in Formal and Informal Settings (DRL) in the Directorate for Education and Human Resources (EHR) of the National Science Foundation (NSF) supports basic and applied research and evaluation that enhance science, technology, engineering, and mathematics (STEM) learning and teaching.  The Research and Evaluation on Education in Science and Engineering (REESE) program aims at advancing research at the frontiers of STEM learning, education, and evaluation, and at providing the foundational knowledge necessary to improve STEM teaching and learning at all educational levels and in all settings.  This solicitation calls for three types of proposals--Knowledge Diffusion, Empirical Research, and Large Empirical Research. |
| NSF-Partnerships in Astronomy & Astrophysics Research and Education  (PAARE) | 3-Aug-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=501046&org=NSF&sel_org=NSF&from=fund> | The objective of PAARE is to enhance diversity in astronomy and astrophysics research and education by stimulating the development of formal, long-term, collaborative research and education partnerships among minority-serving institutions and partners at research institutions, including academic institutions, private observatories and NSF Division of Astronomical Sciences (AST) supported facilities. |
| NSF-Ethics Education in Science and Engineering  (EESE) | 2-Mar-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=13338&org=NSF&sel_org=NSF&from=fund> | The Ethics Education in Science and Engineering (EESE) program accepts proposals for research and educational projects to improve ethics education in all of the fields of science and engineering that NSF supports, especially in interdisciplinary or inter-institutional contexts.  Proposals must focus on improving ethics education for graduate students in those fields, although the proposed programs may benefit advanced undergraduates in addition to graduate students. |
| NSF-Interdisciplinary Training for Undergraduates in Biological and Mathematical Sciences  (UBM) | 12-Feb-09 | <http://nsf.gov/funding/pgm_summ.jsp?pims_id=12207&org=NSF&sel_org=NSF&from=fund> | The goal of the Undergraduate Biology and Mathematics (UBM) activity is to enhance undergraduate education and training at the intersection of the biological and mathematical sciences and to better prepare undergraduate biology or mathematics students to pursue graduate study and careers in fields that integrate the mathematical and biological sciences. The core of the activity is jointly-conducted long-term research experiences for interdisciplinary balanced teams of at least two undergraduates from departments in the biological and mathematical sciences. Projects should focus on research at the intersection of the mathematical and biological sciences. Projects should provide students exposure to contemporary mathematics and biology, addressed with modern research tools and methods. That is, projects must be genuine research experiences rather than rehearsals of research methods. Projects must involve students from both areas in collaborative research experiences and include joint mentorship by faculty in both fields. In addition, it is expected that projects will strengthen the research and education capacity, infrastructure, and culture of the participating institutions. To this end, projects should create models for education in the mathematical and biological sciences and influence the direction of academic programs for a broad range of students. It is expected that project leadership will come from faculty in both the mathematical and biological sciences. UBM is a joint effort of the Education and Human Resources (EHR), Biological Sciences (BIO), and Mathematical and Physical Sciences (MPS) Directorates at the National Science Foundation (NSF). |
| NSF-Partnerships for Research and Education in Materials | Mar 05, 2009 | <http://www.nsf.gov/pubs/2009/nsf09518/nsf09518.htm> | The objective of PREM is to broaden participation and enhance diversity in materials research and education by stimulating the development of formal, long-term, multi-investigator, collaborative research and education partnerships between minority-serving colleges and universities, women's colleges, and colleges and universities dedicated to educating a majority of students with disabilities,  groups that are underrepresented in science, technology, engineering, and mathematics (STEM) and the NSF Division of Materials Research (DMR)-supported centers and/or facilities. |
| NSF-Earth Sciences: Instrumentation and Facilities (EAR/IF) | 23-Feb-09 | <http://www.nsf.gov/pubs/2009/nsf09517/nsf09517.htm> | The Instrumentation and Facilities Program in the Division of Earth Sciences (EAR/IF) supports meritorious requests for infrastructure that promotes research and education in areas supported by the Division (see http://www.nsf.gov/div/index.jsp?div=EAR). EAR/IF will consider proposals for: 1) Acquisition or Upgrade of Research Equipment that will advance laboratory and field investigations, and student research training opportunities in the Earth sciences. The maximum request is $750,000. The maximum request for upgrade of research group computing facilities is $75,000; 2) Development of New Instrumentation, Analytical Techniques or Software that will extend current research and research training capabilities in the Earth sciences. The maximum request is $750,000; 3) Support of National or Regional Multi-User Facilities that will make complex and expensive instruments or systems of instruments broadly available to the Earth sciences research and student communities; 4) Development of Cyberinfrastructure for the Earth Sciences (Geoinformatics) that will enable transformative advances in Earth science research and education through novel application, development or adaptation of information technologies. 5) Support for Early Career Investigators to facilitate expedient operation of new research infrastructure proposed by the next generation of leaders in the Earth Sciences. This opportunity allows for submission of a proposal for Acquisition or Upgrade of Research Equipment that includes budget line items associated with support of a new full-time technician who will be dedicated to manage the instrument(s) being requested. Any request for technical support under this opportunity is limited to three years duration and a declining schedule of maximum annual funding as follows: Year 1 = $80,000, Year 2 = $60,000 and Year 3 = $40,000. Planned research uses of requested instruments, software, facilities, and cyberinfrastructure must include basic research on solid-Earth and surface-Earth processes. Support is available through grants or cooperative agreements awarded in response to investigator-initiated proposals. Human resource development and education are expected to be an integral part of all proposals submitted to EAR/IF. Efforts to support participation of underrepresented groups in laboratory and/or field instrument use is encouraged. All proposers to EAR/IF under the categories of Acquisition or Upgrade of Research Equipment, Development of New Instrumentation, Analytical Techniques or Software, and Support for Early Career Investigators may include up to $10,000 in Support for Outreach Activities (please refer to Section V.B Budgetary Information). Proposals requesting equipment, infrastructure or personnel that will also serve disciplines outside the Earth sciences may be jointly reviewed with other programs within the Foundation. EAR/IF will consider co-funding of projects with other NSF programs. |
| NSF-Research in Disabilities Education (RDE) | 18-Feb-09 | <http://www.nsf.gov/pubs/2009/nsf09508/nsf09508.htm?govDel=USNSF_25> | The Research in Disabilities Education (RDE) program seeks to broaden the participation and achievement of people with disabilities in all fields of science, technology, engineering, and mathematics (STEM) education and associated professional careers. The RDE program has been funding this objective since 1994 under the prior name "Program for Persons with Disabilities." Particular emphasis is placed on contributing to the knowledge base by addressing disability related differences in secondary and post-secondary STEM learning and in the educational, social and pre-professional  experiences that influence student interest, academic performance, retention in STEM degree programs, STEM degree completion, and career choices. |
| USDOE-Women's Educational Equity | 20-Mar-09 | <http://www.ed.gov/programs/equity/index.html> | This program promotes education equity for women and girls through competitive grants. The program designates most of its funding for local implementation of gender-equity policies and practices. Research, development, and dissemination activities also may be funded. Projects may be funded for up to four years. |
| USDOE-Teaching American History | 17-Feb-09 | <http://www.ed.gov/programs/teachinghistory/index.html> | The program is designed to raise student achievement by improving teachers' knowledge and understanding of and appreciation for traditional U.S. history. Grant awards will assist LEAs, in partnership with entities that have content expertise, to develop, document, evaluate, and disseminate innovative and cohesive models of professional development. By helping teachers to develop a deeper understanding and appreciation of U.S. history as a separate subject matter within the core curriculum, these programs will improve instruction and raise student achievement. |
| USDOE-Charter Schools Program | 15-Jan-09 | <http://www.ed.gov/programs/charter/index.html> | This program provides financial assistance for the planning, program design, and initial implementation of charter schools, and the dissemination of information on charter schools. Grants are available, on a competitive basis, to SEAs in states that have charter school laws; SEAs in turn make subgrants to developers of charter schools who have applied for a charter. If an eligible SEA elects not to participate or if its application for funding is not approved, the Department can make grants directly to charter school developers. |
| USDOE-Charter Schools, Public Charter Schools Program, CSP | 15-Jun-09 | <http://www.ed.gov/programs/charter/index.html> | This program provides financial assistance for the planning, program design, and initial implementation of charter schools, and the dissemination of information on charter schools. Grants are available, on a competitive basis, to SEAs in states that have charter school laws; SEAs in turn make subgrants to developers of charter schools who have applied for a charter. If an eligible SEA elects not to participate or if its application for funding is not approved, the Department can make grants directly to charter school developers. |
| USDOE-State Charter School Facilities Incentive Grants Program | 1-Jul-09 | <http://www.ed.gov/programs/statecharter/index.html> | This program provides grants to eligible states to help them establish or enhance, and administer, per-pupil facilities aid programs for charter schools. States eligible for these grants are those with per-pupil aid programs to assist charter schools with their school facility costs. Federal funds are used to match programs funded with nonfederal dollars that make payments, on a per-pupil basis, to provide charter schools with facilities financing. States pay an increasing share of the cost of the program. |
| USDOE-Transition to Teaching | 21-Jan-09 | <http://www.ed.gov/programs/transitionteach/index.html> | Recruit and retain highly qualified midcareer professionals (including highly qualified paraprofessionals) and recent graduates of IHEs, as teachers in high-need schools, including recruiting teachers through alternative routes to teacher certification; and |
|  |  |  | Encourage the development and expansion of alternative routes to certification under stateapproved programs that enable individuals to be eligible for teacher certification within a reduced period of time, relying on the experience, expertise, and academic qualifications of an individual or other factors in lieu of traditional course work in the field of education. |
| USDOE-Credit Enhancement for Charter School Facilities | 30-Jan-09 | <http://www.ed.gov/programs/charterfacilities/index.html> | This program provides grants to eligible entities to leverage funds through credit enhancement initiatives in order to assist charter schools in using private sector capital to acquire, construct, renovate, or lease academic facilities. |
| USDOE-Disability and Rehabilitation Research and Related Projects | 22-May-09 | <http://www.ed.gov/programs/drrp/index.html> | The purpose of the program is to plan and conduct research, demonstration projects, training, and related activities to improve the lives of individuals with disabilities. These projects are quite varied, though all are aimed at fulfilling NIDRR's overarching goals of inclusion, integration, employment, and self-sufficiency for people with disabilities. |
| USDOE-Rehabilitation Engineering Research Centers | 29-May-09 | <http://www.ed.gov/programs/rerc/index.html> | RERCs support activities that: (1) lead to the development of methods, procedures, and devices that will benefit individuals with disabilities, especially those with the most severe disabilities; or (2) involve technology for the purposes of enhancing opportunities for meeting the needs of and addressing the barriers confronted by individuals with disabilities in all aspects of their lives. |
| USDOE-Mary Switzer Research Fellowships | 27-Jan-09 | <http://www.ed.gov/programs/resfel/index.html> | These fellowships are awarded to help the nation build future disability and rehabilitation research capacity. Distinguished fellowships are awarded to individuals with doctorates or with comparable academic status who have had seven or more years of experience relevant to rehabilitation research. Merit fellowships are given to persons in earlier stages of their research careers. |
| USDOE-Special Education -- State Personnel Development Grants Program | 30-Apr-09 | <http://www.ed.gov/programs/osepsig/index.html> | This program assists SEAs in reforming and improving their systems for personnel preparation and professional development in early intervention, education, and transition services in order to improve results for children with disabilities. |
| USDOE-Special Education--Personnel Development to Improve Services and Results for Children with Disabilities | 4-Mar-09 | <http://www.ed.gov/programs/osepprep/index.html> | The purpose of this program is to (1) help address state-identified needs for highly qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities and (2) ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, needed to serve these children. |
| USDOE-Special Education-National Activities-Personnel Preparation | 6-Mar-09 | <http://www.ed.gov/programs/osepprep/index.html> | The purpose of this program is to (1) help address state-identified needs for highly qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities and (2) ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, needed to serve these children. |
| USDOE-84.325V Leadership Preparation in Sensory Disabilities | 26-May-09 | <http://www.ed.gov/programs/osepprep/index.html> | The purpose of this program is to (1) help address state-identified needs for highly qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities and (2) ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, needed to serve these children. |
| USDOE-84.326C-01 Deaf-Blind Centers | 17-Mar-09 | <http://www.ed.gov/programs/oseptad/index.html> | The purpose of this program is to promote academic achievement and improve results for children with disabilities by providing technical assistance, model demonstration projects, dissemination of useful information, and implementation activities that are supported by scientifically based research. |
| USDOE-84.326M-01 Multi-Tiered Models in High School | 17-Mar-09 | <http://www.ed.gov/programs/oseptad/index.html> | The purpose of this program is to promote academic achievement and improve results for children with disabilities by providing technical assistance, model demonstration projects, dissemination of useful information, and implementation activities that are supported by scientifically based research. |
| USDOE-84.326R-01 Regional Resource Centers | 13-Feb-09 | <http://www.ed.gov/programs/oseptad/index.html> | The purpose of this program is to promote academic achievement and improve results for children with disabilities by providing technical assistance, model demonstration projects, dissemination of useful information, and implementation activities that are supported by scientifically based research. |
| USDOE-84.326U-01 National Center on Postsecondary Outcomes | 30-Apr-09 | <http://www.ed.gov/programs/oseptad/index.html> | The purpose of this program is to promote academic achievement and improve results for children with disabilities by providing technical assistance, model demonstration projects, dissemination of useful information, and implementation activities that are supported by scientifically based research. |
| USDOE-84.327C-01 Television Access | 24-Apr-09 | <http://www.ed.gov/programs/oseptms/index.html> | This program supports technology development, demonstration, and utilization. Educational media activities, such as video descriptions and captioning of educational materials, also are supported. |
| USDOE-84.327G-01 Center on Technology Implementation | 24-Apr-09 | <http://www.ed.gov/programs/oseptms/index.html> | This program supports technology development, demonstration, and utilization. Educational media activities, such as video descriptions and captioning of educational materials, also are supported. |
| USDOE-84.327P-01 NIMAS Center | 15-May-09 | <http://www.ed.gov/programs/oseptms/index.html> | This program supports technology development, demonstration, and utilization. Educational media activities, such as video descriptions and captioning of educational materials, also are supported. |
| USDOE-84.327R-01 Center on Assistive Technology | 1-May-09 | <http://www.ed.gov/programs/oseptms/index.html> | This program supports technology development, demonstration, and utilization. Educational media activities, such as video descriptions and captioning of educational materials, also are supported. |
| USDOE-84.328C-01 Community Parent Resource Centers | 9-Feb-09 | <http://www.ed.gov/programs/oseppic/index.html> | The purpose of this program is to ensure that parents of children with disabilities receive training and information to help improve results for their children. |
| USDOE-84.328M-01 Parent Training and Information Centers | 23-Feb-09 | <http://www.ed.gov/programs/oseppic/index.html> | Awards are made for parent information centers, community parent centers, and for technical assistance to such centers. |
| USDOE-Recreational Programs | 10-Mar-09 | <http://www.ed.gov/programs/rsarecreation/index.html> | This program provides individuals with disabilities inclusive recreational activities and experiences that can be expected to aid them in their employment, mobility, socialization, independence, and community integration. Project periods last three years and the federal share of costs is 100 percent in year one, 75 percent in year two, and 50 percent in year three. Projects must maintain, at a minimum, the same level of services over the three-year project period and assure that the service program awarded will be continued after the federal assistance ends. |
| USDOE-Rehabilitation Training | 15-Jan-09 | <http://www.ed.gov/programs/rsatrain/index.html> | Sec. 12(a)(1) of the Rehabilitation Act authorizes the commissioner of the U.S. Department of Education's Rehabilitation Services Administration (RSA) to provide technical assistance and consultative services to public and nonprofit private agencies and organizations, including assistance to enable agencies and organizations to facilitate meaningful and effective participation by individuals with disabilities in workforce investment activities under the Workforce Investment Act of 1998 (WIA). In addition, Sec. 12 funds may be used to provide short-term training and technical instruction, conduct special projects and demonstrations, collect, prepare, publish and disseminate special educational or informational materials, provide monitoring and conduct evaluations. |
| USDOE-84.129W Rehabilitation Long-Term Training--Comprehensive System of Personnel Development | 15-Jan-09 | <http://www.ed.gov/programs/rsatrain/index.html> | Program funds are awarded through grants and contracts to procure expertise in identified areas of national significance and technical support in order to improve the operation of the vocational rehabilitation (VR) program and other programs under the Rehabilitiation Act, and the provision of services to individuals with disabilities under the Act. |
| USDOE-Centers for Independent Living | 10-Apr-09 | <http://www.ed.gov/programs/cil/index.html> | This program provides support for the planning, conduct, administration, and evaluation of centers for independent living that comply with the standards and assurances in Sec. 725 of the Rehabilitation Act , consistent with state plans for establishing statewide networks of centers. Centers are consumer-controlled, community-based, cross-disability, nonresidential, private, nonprofit agencies that are designed and operated within local communities by individuals with disabilities. Centers provide an array of independent living services. |
| USDOE-Demonstration and Training Programs | 25-Aug-09 | <http://www.ed.gov/programs/demotrain/index.html> | Types of projects include model demonstration projects, technical assistance centers, systemschange projects, field initiated demonstrations, and literacy demonstrations. In addition, this program supports grants for Braille Training (CFDA # 84.235E) and Parent Information and Training programs (CFDA # 84.235F and # 84.235G), also under topical heading "Rehabilitation." |
| USDOE-Vocational Rehabilitation Services Projects for American Indians with Disabilities | 12-May-09 | <http://www.ed.gov/programs/vramerind/index.html> | The purpose of this program is to assist tribal governments to develop or to increase their capacity to provide a program of vocational rehabilitation services, in a culturally relevant manner, to American Indians with disabilities residing on or near federal or state reservations. The program's goal is to enable these individuals, consistent with their individual strengths, resources, priorities, concerns, abilities, capabilities, and informed choice, to prepare for and engage in gainful employment. Program services are provided under an individualized plan for employment and may include native healing services. |
| USDOE-Grants to Reduce Alcohol Abuse | 19-Feb-08 | <http://www.ed.gov/programs/dvpalcoholabuse/index.html> | ﻿Funding is directed to innovative and effective alcohol abuse prevention programs for secondary school students. |
| USDOE-84.184E Readiness and Emergency Management for Schools | 3-Apr-09 | <http://www.ed.gov/programs/dvpemergencyresponse/index.html> | This grant program supports efforts by LEAs to improve and strengthen their school emergency management plans, including training school personnel and students in emergency management procedures; communicating with parents about emergency plans and procedures; and coordinating with local law enforcement, public safety, public health, and mental health agencies. |
| USDOE-84.184H Safe and Drug-Free Schools-Prevention of High Risk Drinking and Violent Behavior among College Students | 21-Jan-09 | <http://www.ed.gov/programs/dvphighrisk/index.html> | This program provides funds to develop, enhance, implement, and evaluate campus-based and/or community-based prevention strategies to reduce high-risk drinking or violent behavior among college students |
| USDOE-84.184L Safe Schools/Healthy Students | 4-Mar-09 | <http://www.ed.gov/programs/dvpsafeschools/index.html> | Grants support LEAs in the development of communitywide approaches to creating safe and drug-free schools and promoting healthy childhood development. Programs are intended to prevent violence and the illegal use of drugs and to promote safety and discipline. Coordination with other community-based organizations (CBOs) is required. This program is jointly funded and administered by the departments of Education, Justice, and Health and Human Services. The appropriation amounts listed above do not include funds appropriated for the departments of Justice and Health and Human Services. |
| USDOE-84.215F Carol M. White Physical Education Program | 6-Mar-09 | <http://www.ed.gov/programs/whitephysed/index.html> | The Carol M. White Physical Education Program provides grants to LEAs and community-based organizations (CBOs) to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade. Grant recipients must implement programs that help students make progress toward meeting state standards. |
| USDOE-84.215M Grants for the Integration of Schools and Mental Health Systems | 6-Feb-09 | <http://www.ed.gov/programs/mentalhealth/index.html> | This program provides grants to SEAs, LEAs, and Indian tribes for the purpose of increasing student access to quality mental health care by developing innovative programs that link school systems with local mental health systems. |
| USDOE-84.215S Partnerships in Character Education Project Program | 24-Feb-09 | <http://www.ed.gov/programs/charactered/index.html> | Awards are made to eligible entities for the purpose of designing and implementing character education programs that can be integrated into classroom instruction, that are consistent with state academic content standards. Such programs may be carried out in conjunction with other education reform efforts and must take into consideration the views of parents, students, students with disabilities, and other members of the community. |
| USDOE-84.304A Cooperative Civic Education and Economic Education Exchange Program | 10-Feb-09 | <http://www.ed.gov/programs/coopedexchange/index.html> | The purpose of this program is to: develop exemplary curricula and teacher training programs in civics, government, and economic education and make them available to educators from the United States and other eligible countries; assist eligible countries in the adaptation, implementation, and institutionalization of such programs; create and implement civics, government, and economic education programs for students that draw upon the experiences of participating eligible countries; and provide a means for the exchange of ideas and experiences in civics, government, and economic education among political, governmental, private sector, and education leaders of participating eligible countries |
| USDOE-Impact Aid Section 8007b | 9-Mar-09 | <http://www.ed.gov/programs/8007b/index.html> | The No Child Left Behind Act included amendments to the Impact Aid discretionary construction program first authorized under Section 8007(b) for FY 2001. The Impact Aid Discretionary Construction Grant Program authorizes competitive grants for emergency repairs and modernization of school facilities to certain eligible local educational agencies (LEAs) that receive Impact Aid. |
| USDOE84.141A Migrant Education--High School Equivalency Program | 23-Feb-09 | <http://www.ed.gov/programs/hep/index.html> | The High School Equivalency Program (HEP) helps migratory and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training. The program serves more than 7,000 students annually. Competitive awards are made for up to five years of funding. |
| USDOE84.149A Migrant Education--College Assistance Migrant Program | 23-Feb-09 | <http://www.ed.gov/programs/camp/index.html> | The College Assistance Migrant Program (CAMP) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an IHE. The funding supports completion of the first year of studies. Competitive five-year grants for CAMP projects are made to IHEs or to nonprofit private agencies that cooperate with such institutions. The program serves approximately 2,000 CAMP participants annually. |
| USDOE-84.256A Territories and Freely Associated States Education Grant Program | 10-Jun-09 | <http://www.ed.gov/programs/tfasegp/index.html> | Uses of these grants include teacher training, curriculum development, instructional materials or general school improvement and reform, and direct educational services. The Pacific Region Educational Laboratory (PREL) provides technical assistance and makes recommendations for funding to the secretary of education, who conducts a grants competition. |
| USDOE-84.258A Even Start Family Literacy Program Grants for Indian Tribes and Tribal Organizations | 30-Mar-09 | <http://www.ed.gov/programs/evenstartindian/index.html> | The purpose of this program is to help break the cycle of poverty and illiteracy by improving education opportunities of low-income families. This program integrates early childhood education, adult literacy or adult basic education, parenting education, and interactive parent-child literacy activities into a unified family literacy program for federally recognized Indian tribes and tribal organizations. |
| USDOE-84.299A Demonstration Grants for Indian Children | 13-Mar-09 | <http://www.ed.gov/programs/indiandemo/index.html> | This program is designed to improve the education opportunities and achievement of preschool, elementary, and secondary school Indian children by developing, testing, and demonstrating effective services and programs. |
| USDOE-84.299B Indian Education Professional Development Grants | 13-Mar-09 | <http://www.ed.gov/programs/indianprofdev/index.html> | The program is designed to prepare and train Indians to serve as teachers and school administrators. Professional development grants are awarded to: increase the number of qualified individuals in professions that serve American Indians; provide training to qualified American Indians to become teachers, administrators, teacher aides, social workers, and ancillary education personnel; and improve the skills of those qualified American Indians who already serve in these capacities. Individuals trained under this program must perform work related to their training and that benefits Indian people or repay the assistance received. |
| USDOE-84.359A/B Early Reading First Program | 5-Feb-09 & 23-Apr-09 | <http://www.ed.gov/programs/earlyreading/index.html> | The program supports the development of early childhood centers of excellence that focus on all areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success and that serve primarily children from low-income families. |
| USDOE-84.364A Improving Literacy Through School Libraries | 6-Mar-09 | <http://www.ed.gov/programs/lsl/index.html> | This program helps LEAs improve reading achievement by providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and professionally certified school library media specialists. |
| USDOE-84.368A Grants for Enhanced Assessments | 15-Apr-09 | <http://www.ed.gov/programs/eag/index.html> | The objectives of this program are to: (1) improve the quality, validity, and reliability of state academic assessments; (2) measure student academic achievement using multiple measures of student academic achievement from multiple sources; (3) chart student progress over time; and (4) evaluate student academic achievement through the development of comprehensive academic assessment instruments, such as performance and technology-based academic assessments. |
| USDOE84.371A Striving Readers | 8-Jun-09 | <http://www.ed.gov/programs/strivingreaders/index.html> | This program is aimed at improving the reading skills of middle school- and high school-aged students who are reading below grade level. Striving Readers supports the implementation and evaluation of research-based reading interventions for struggling middle and high school readers in Title I eligible schools that are at risk of not meeting or are not meeting adequate yearly progress (AYP) requirements under the No Child Left Behind Act, or that have significant percentages or number of students reading below grade level, or both. |
| AERA-American Educational Research Association Research Grants Program | 6-Mar-09 | www.aera.net/grantsprogram/res\_training/res\_grants/RGFly.html | The program's goals are: (1) to stimulate research on issues related to U.S. education policy and practice using NCES and NSF data sets; (2) to improve the educational research community's firsthand knowledge of the range of data available at the two agencies and how to use them; and (3) to increase the number of educational researchers using the data sets. The program supports research projects that are quantitative in nature, include the analysis of existing data from NCES and NSF, and have U.S. education policy relevance. Underrepresented minority researchers are strongly encouraged to apply. |
| NSF-Alliances for Broadening Participation in STEM | 20-Feb (LSAMP Bridge to the Doctorate), 24-Feb(Innovation through Institutional Integration), 25-Aug(Innovation through Institutional Integration), 9-Oct (Louis Stokes Alliances for Minority Participation & LSAMP Educational Research Projects) | <http://www.nsf.gov/pubs/2009/nsf09515/nsf09515.htm?govDel=USNSF_25> | Managed synergistically, the ABP cluster enables seamless transitions from the STEM baccalaureate to attainment of the doctorate and entry to the STEM professoriate. ABP support begins at the baccalaureate level through the LSAMP program. LSAMP emphasizes development of broad based regional and national alliances of academic institutions, school districts, state and local governments, and the private sector to increase the diversity and quality of the STEM workforce. Eligible LSAMP undergraduate students may receive continued support for up to two additional years of STEM graduate study through the Bridge to the Doctorate (BD) Activity. The Bridge to the Doctorate provides significant financial support for matriculating candidates in STEM graduate programs at eligible alliance sites. |
| NSF-ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers | LOI due 20-Jan [Partnerships for Adaptation, Implementation & Dissemination (PAID) & 4-Aug- Institutional Transformation (IT) & Institutional Transformation Catalyst (IT-Catalyst)] | http://www.nsf.gov/pubs/2009/nsf09504/nsf09504.htm?govDel=USNSF\_25 | The goal of the ADVANCE program is to develop systemic approaches to increase the representation and advancement of women in academic science, technology, engineering and mathematics (STEM) careers, thereby contributing to the development of a more diverse science and engineering workforce. Creative strategies to realize this goal are sought from women and men. Members of underrepresented minority groups and individuals with disabilities are especially encouraged to apply. Proposals that address the participation and advancement of women with disabilities and women from underrepresented minority groups are particularly encouraged. |
| NSF-Major Research Instrumentation Program (MRI) | 22-Jan-09 | http://www.nsf.gov/pubs/2009/nsf09502/nsf09502.htm?govDel=USNSF\_25 | The Major Research Instrumentation Program (MRI) is designed to increase access to scientific and engineering equipment for research and research training in our Nation's organizations of higher education, research museums, and non-profit research organizations. This program seeks to improve the quality and expand the scope of research and research training in science and engineering, and to foster the integration of research and education by providing instrumentation for research-intensive learning environments. The MRI program encourages the development and acquisition of research instrumentation for shared inter- and/or intra-organizational use and in concert with private sector partners. |
| NSF-Science, Technology, and Society | 1-Feb-09 | http://www.nsf.gov/pubs/2008/nsf08553/nsf08553.htm | STS considers proposals that examine historical, philosophical, and sociological questions that arise in connection with science, engineering, and technology, and their respective interactions with society. STS has four components: |
| IES-Math and Science Partnership | 17-Feb-09 (Institute Partnerships, MSP-Start Partnerships, Phase II Partnerships, RETA Projects) | http://www.nsf.gov/pubs/2009/nsf09507/nsf09507.htm?govDel=USNSF\_25 | The Math and Science Partnership (MSP) program is a major research and development effort that supports innovative partnerships to improve K-12 student achievement in mathematics and science. MSP projects are expected to raise the achievement levels of all students and significantly reduce achievement gaps in the mathematics and science performance of diverse student populations. In order to improve the mathematics and science achievement of the Nation's students, MSP projects contribute to what is known in mathematics and science education and serve as models that have a sufficiently strong evidence/research base to improve the mathematics and science education outcomes for all students. NSF's MSP program coordinates its effort with the Mathematics and Science Partnerships program of the U.S. Department of Education in the expectation that effective innovations in mathematics and science education will be disseminated into wider practice. |
| NSF-Partnerships for International Research and Education (PIRE) | Preliminary - 26-Feb; Full submission by invite only - 4-Aug | http://www.nsf.gov/pubs/2009/nsf09505/nsf09505.htm?govDel=USNSF\_25 | The Partnerships for International Research and Education (PIRE) program seeks to catalyze a higher level of international engagement in the U.S. science and engineering community by supporting innovative, international research and education collaborations. The program will enable U.S. scientists and engineers to establish collaborative relationships with international colleagues in order to advance new knowledge and discoveries at the frontiers of science and engineering and to promote the development of a diverse, globally-engaged U.S. scientific and engineering workforce. International partnerships are, and will be, increasingly indispensable in addressing many critical science and engineering problems. As science and engineering discoveries result more and more from international collaboration, U.S. researchers and educators must be able to operate effectively in teams comprised of partners from different nations and cultural backgrounds. The PIRE program will support bold, forward-looking research whose successful outcome results from all partners—U.S. and foreign—providing unique contributions to the research endeavor. |
| Robert Wood Johnson Foundation-Childhood Obesity | 14-Jan and 22-Jan-09. Applicant conference calls; 9-Feb-09 Brief Proposal; 14-May-09 Full Proposal | http://www.rwjf.org/applications/solicited/cfp.jsp?ID=20603 | The primary goal of this funding is to implement healthy eating and active living initiatives that can support healthier communities for children and families across the United States. The program places special emphasis on reaching children who are at highest risk for obesity on the basis of race, ethnicity, income and/or geographic location. Studies of Policy, Science, Engineering and Technology (SPS). The components overlap, but are distinguished by the different scientific and scholarly orientations they take to the subject matter, as well as by different focuses within the subject area. STS provides the following modes of support: Scholars Awards, Standard Research Grants and Grants for Collaborative Research, Postdoctoral Fellowships, Professional Development Fellowships, Doctoral Dissertation Research Improvement Grants, Small Grants for Training and Research, Conferences and Workshop Awards, |
| Institute of Education Sciences Unsolicited Grant Opportunities | 27-Feb-09 | <http://ies.ed.gov/funding/unsolicited.asp> | The Institute of Education Sciences announces its interest in considering unsolicited applications for research, evaluation, statistics, and dissemination projects that would make significant contributions to the mission of the Institute. The Institute's mission is to conduct and support rigorous education statistics, research, and evaluation in order to provide reliable information about the condition of education, education practices that improve academic achievement, and the effectiveness of federal and other education programs. Unsolicited applications are defined as those that are not eligible for funding under the Institute's current grant competitions. You may be eligible to apply for a NCER or NCSER research program grant, so please check our Funding Opportunities page before submitting a research application to the unsolicited grants competition |
| (FIPSE)-Special Focus Competition: European Union-United States Atlantis Program | 23-Mar-09 | http://www.ed.gov/legislation/FedRegister/announcements/2008-4/122208a.html | The purpose of the program is to provide grants to or enter into cooperative agreements with eligible applicants to improve postsecondary education. We are especially interested in programs to support the formation of educational consortia of American and European institutions to support cooperation in the coordination of curricula, the exchange of students, and the opening of educational opportunities between the United States (U.S.) and the European Union (EU). This priority relates to the purpose of the European Union-United States Atlantis (Atlantis) Program to develop and implement undergraduate joint or dual degree programs, or short-term exchange programs. |
| USDOE-Improving Literacy Through School Libraries | 6-Mar-09 | http://edocket.access.gpo.gov/2009/pdf/E8-31460.pdf | The purpose of this program is to improve student reading skills and academic achievement by providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and well-trained, professionally certified school library media specialists. |
| USDOE-Indian Education Formula Grants to Local Educational Agencies | 30-Jan-09 Part I Applications; 16-Mar-09 Part II Applications; 22-Apr-09 Part III Applications | http://www.ed.gov/legislation/FedRegister/announcements/2008-4/122308d.html | The Indian Education Formula Grants to Local Educational Agencies program provides grants to support local educational agencies (LEAs) and other eligible entities described in this notice in their efforts to reform and improve elementary and secondary school programs that serve Indian students. The Department funds programs designed to help Indian students meet the same challenging State academic content and student academic achievement standards used for all students. |
|  |  |  | **Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students** |
| 84.293A Foreign Language Assistance Program (LEAs-IHE Partnerships) | 13-Apr-09 | 84.293A Foreign Language Assistance Program (LEAs-IHE Partnerships) | This program provides grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students. In awarding grants under this program, the secretary of education supports projects that: (a) show the promise of being continued beyond their project period and (b) demonstrate approaches that can be disseminated and duplicated by other LEAs. The program supports foreign language instruction in elementary schools, immersion programs, curriculum development, professional development, and distance learning. |
| 84.293B Foreign Language Assistance Program (LEAs) | 13-Apr-09 | 84.293B Foreign Language Assistance Program (LEAs) | This program provides grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students. In awarding grants under this program, the secretary of education supports projects that: (a) show the promise of being continued beyond their project period and (b) demonstrate approaches that can be disseminated and duplicated by other LEAs. The program supports foreign language instruction in elementary schools, immersion programs, curriculum development, professional development, and distance learning. |
| 84.293C Foreign Language Assistance Program (SEAs) | 13-Apr-09 | 84.293C Foreign Language Assistance Program (SEAs) | This program provides grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students. In awarding grants under this program, the secretary of education supports projects that promote systemic approaches to improving foreign language learning in the state. Projects promote systemic approaches for improving foreign language learning including development of state foreign language standards, development of foreign language assessments, professional development, and distance learning. |
|  |  |  | **Institute of Education Sciences** |
| 84.305A-01 Education Research (Unsolicited Opportunities) | 26-June-09 and 2-Oct-09 | Education Research | Grant Programs: Reading and Writing; Mathematics and Science Education; Cognition and Student Learning; Teacher Quality--Reading and Writing; Teacher Quality--Mathematics and Science Education; Social and Behavioral Context for Academic Learning; Education Learning; Education Policy, Finance, and Systems; Early Childhood Programs and Policies; Middle and High School Reform; Interventions for Struggling Adolescent and Adult Readers and Writers; Postsecondary Education; Education Technology |
|  |  | Special Education Research Programs | Grant Programs: Early Intervention and Early Childhood Special Education; Reading, Writing, and Language Development; Mathematics and Science Education; Social and Behavioral Outcomes to Support Learning; Transition Outcomes for Special Education Secondary Students; Cognition and Student Learning in Special Education; Teacher Quality; Related Services; Systemic Interventions and Policies for Special Education; Autism Spectrum Disorders |
|  |  | Postdoctoral Research Training Program in the Education Sciences CFDA 84.305B | The Institute's research grant competitions are designed to produce research that contributes to the solution of education problems identified by education decision-makers and practitioners. These research grant programs target key student outcomes and the types of research questions posed by education decision-makers and practitioners.1 In early childhood, the primary outcomes of interest are school readiness and developmental outcomes for infants and toddlers with disabilities. From kindergarten through Grade 12, the core academic outcomes of reading, writing, mathematics, and science are the central outcomes of interest, as well as social and behavioral skills that support academic learning in school and successful transitions to employment, independent living, and post-secondary education. The same outcomes are emphasized for students with disabilities across each of these periods, and include the functional outcomes that improve educational and transitional results. At the postsecondary level, the Institute focuses on improving access to and completion of postsecondary education. Finally, for adults with low levels of education, the Institute supports research to improve the acquisition of basic reading, writing, and mathematics skills. |
|  |  | Postdoctoral Research Training Program in Special Education CFDA 84.324B | The Institute's research grant competitions are designed to produce research that contributes to the solution of education problems identified by education decision-makers and practitioners. These research grant programs target key student outcomes and the types of research questions posed by education decision-makers and practitioners.1 In early childhood, the primary outcomes of interest are school readiness and developmental outcomes for infants and toddlers with disabilities. From kindergarten through Grade 12, the core academic outcomes of reading, writing, mathematics, and science are the central outcomes of interest, as well as social and behavioral skills that support academic learning in school and successful transitions to employment, independent living, and post-secondary education. The same outcomes are emphasized for students with disabilities across each of these periods, and include the functional outcomes that improve educational and transitional results. At the postsecondary level, the Institute focuses on improving access to and completion of postsecondary education. Finally, for adults with low levels of education, the Institute supports research to improve the acquisition of basic reading, writing, and mathematics skills. |
|  |  | Predoctoral Interdisciplinary Research Training Programs in the Education Sciences | To address the shortage of education scientists who are prepared to conduct rigorous education research, the Institute of Education Sciences established a training grant program to support the development of a new generation of education scientists – the Predoctoral Interdisciplinary Research Training Programs in the Education Sciences. Currently, the Institute supports 13 interdisciplinary predoctoral research training programs. Students are being trained to develop education interventions (e.g., curricula, professional development) that are grounded in a science of learning; to evaluate education programs, practices, and policies using rigorous and well-implemented experimental and quasi-experimental designs; and to employ sophisticated statistical methods to examine large state and local datasets to identify potential solutions to education problems. Competitions for the interdisciplinary predoctoral research training programs occur on an irregular basis. |
|  |  | National Research and Development Centers | The National Research and Development Centers of the Institute of Education Sciences contribute significantly to the solution of education problems in the United States by engaging in research, development, evaluation, and national leadership activities aimed at improving the education system, and ultimately, student achievement. Each of the Centers conducts a focused program of research that addresses a specific education problem. Each Center works cooperatively with the Institute to provide relatively rapid research and scholarship on supplemental questions that emerge within the Center’s topic area and that are not being addressed adequately elsewhere. In addition, each Center provides national leadership in advancing evidence-based practice and policy within its topic area. Competitions for the interdisciplinary predoctoral research training programs occur on an irregular basis. |
|  |  | Special Education Research and Development Centers | The Special Education Research and Development Centers of the Institute of Education Sciences contribute to the solution of significant special education and early intervention problems in the United States by engaging in research, development, evaluation, and national leadership activities aimed at improving child outcomes through enhancements in the special education and early intervention systems. Each Center conducts a focused program of research in a specific topic area. Each Center works cooperatively with the Institute to provide relatively rapid research and scholarship on supplemental questions that emerge within the Center’s topic area and that are not being addressed adequately elsewhere. In addition, each Center provides national leadership in advancing evidence-based practice and policy within its topic area. Competitions for the interdisciplinary predoctoral research training programs occur on an irregular basis. |
|  |  | Statistical and Research Methodology in Education CFDA 84.305D | Under this program, the Institute is interested in a wide range of topics. For example, the Institute encourages applications to improve the design and analysis of the evaluation of education interventions (field experiments and quasi-experiments) to increase the generalizability of studies. When random assignment is not feasible to evaluate the impact of an intervention, nonexperimental comparison group methods (e.g., instrumental variables, propensity score matching, fixed effects models) are typically employed. The Institute is interested in research that examines nonexperimental comparison group methods to determine which methods best reduce selection bias in estimates of the effect and the conditions that are necessary for producing such results. The Institute also encourages research that addresses methodologies typically used in special education studies on low incidence disabilities, such as single case experimental designs. Through this program the Institute supports the development of reference tools that would support the design of evaluations (e.g., estimates of intra-correlations for common achievement and behavioral measures reported by grade, estimates of typical gains across a wide variety of measures relevant to education and special education). |
|  |  | Evaluation of State and Local Education Programs and Policies CFDA 84.305E | The Institute recognizes that evidence-based answers for all of the decisions that education decision-makers and practitioners must make every day do not yet exist. Furthermore, education leaders cannot always wait for scientists to provide answers. One solution for this dilemma is for the education system to integrate rigorous research and evaluation into the core of its activities. The Institute believes that the education system needs to be at the forefront of a learning society—a society that plans and invests in learning how to improve its education programs by turning to rigorous evidence when it is available, and by insisting that when we cannot wait for evidence of efficacy that the program or policy we decide to implement be evaluated as part of the implementation. |
|  |  |  | **Office of Elementary and Secondary Education (OESE)** |
| 84.141A Migrant Education--High School Equivalency Program | 23-Feb-09 | Migrant Education--High School Equivalency Program | The High School Equivalency Program (HEP) helps migratory and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training. HEP participants receive developmental instruction and counseling services intended to prepare them to: 1. Complete the requirements for high school graduation or for General Educational Development (GED) certificates; 2. Pass standardized tests of high school equivalency; and Participate in subsequent postsecondary education and career activities. The major support services offered through HEP are counseling, job placement, health care, financial aid stipends, housing for residential students, and cultural and academic programs. |
| 84.149A Migrant Education--College Assistance Migrant Program | 23-Feb-09 | Migrant Education--College Assistance Migrant Program | The College Assistance Migrant Program (CAMP) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an IHE. The funding supports completion of the first year of studies. Services include outreach to persons who are eligible, counseling, tutoring, skills workshops, financial aid stipends, health services, and housing assistance to eligible students during their first year of college. Limited follow-up services are provided to participants after their first year. |
| 84.258A Even Start Family Literacy Program Grants for Indian Tribes and Tribal Organizations | 30-Mar-09 | Even Start Family Literacy Program Grants for Indian Tribes and Tribal Organizations | The purpose of this program is to help break the cycle of poverty and illiteracy by improving education opportunities of low-income families. This program integrates early childhood education, adult literacy or adult basic education, parenting education, and interactive parent-child literacy activities into a unified family literacy program for federally recognized Indian tribes and tribal organizations. Projects provide integrated family literacy services that include: research-based early childhood education; adult literacy (adult basic and secondary-level education and instruction for limited English proficient [LEP] individuals); parenting education; and interactive parent-child literacy activities for eligible families, often through other entities providing these services, such as Head Start programs and other public and private community-based groups. Projects operate year-round, including the summer months, and provide staff training and support services, such as child care and transportation-when unavailable from other sources-to enable participation in core education activities. |
| 84.299A Demonstration Grants for Indian Children | 13-Mar-09 | Demonstration Grants for Indian Children | This program is designed to improve the education opportunities and achievement of preschool, elementary, and secondary school Indian children by developing, testing, and demonstrating effective services and programs. The absolute funding priorities for the program in FY 2008 limit project services to: (1) school readiness projects that provide age appropriate educational programs and language skills to three- and four-year-old Indian students to prepare them for successful entry into school at the kindergarten level; and (2) college preparatory programs for secondary school students designed to increase competency and skills in challenging subject matter, including mathematics and science, to enable Indian students to transition to postsecondary education. |
| 84.299B Indian Education Professional Development Grants | 13-Mar-09 | Indian Education Professional Development Grants | The program is designed to prepare and train Indians to serve as teachers and school administrators. Professional development grants are awarded to: increase the number of qualified individuals in professions that serve American Indians; provide training to qualified American Indians to become teachers, administrators, teacher aides, social workers, and ancillary education personnel; and improve the skills of those qualified American Indians who already serve in these capacities. Individuals trained under this program must perform work related to their training and that benefits Indian people or repay the assistance received. The absolute funding priorities for the program in FY 2008 limit project services to preservice training for teachers and preservice training for school administrators. |
| 84.359A/B Early Reading First Program | Pre-App 5-Feb-09 & Full App 23-Apr-09 | Early Reading First Program | The program supports the development of early childhood centers of excellence that focus on all areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success and that serve primarily children from low-income families. Funds must be used to: Enhance children's language, cognitive, and early reading skills through professional development for teachers; Provide early language and reading development and instructional materials as developed from scientifically based reading research; Provide preschool-age children with cognitive learning opportunities in high quality language and literature-rich environments; Use screening assessments to effectively identify preschool children who may be at risk for reading failure; and Improve existing early childhood programs by integrating scientifically based reading research into all aspects of the program (including instructional materials, teaching strategies, curricula, parent engagement, and professional development). |
| 84.368A Grants for Enhanced Assessments | 15-Apr-09 | Grants for Enhanced Assessment Instruments | The objectives of this program are to: (1) improve the quality, validity, and reliability of state academic assessments; (2) measure student academic achievement using multiple measures of student academic achievement from multiple sources; (3) chart student progress over time; and (4) evaluate student academic achievement through the development of comprehensive academic assessment instruments, such as performance and technology-based academic assessments. Projects that address program objectives by producing significant research regarding assessment systems, assessments, or related methodologies, products, or tools. |
| 84.371A Striving Readers | 6-Jul-09 | Striving Readers | This program is aimed at improving the reading skills of middle school- and high school-aged students who are reading below grade level. Striving Readers supports the implementation and evaluation of research-based reading interventions for struggling middle and high school readers in Title I eligible schools that are at risk of not meeting or are not meeting adequate yearly progress (AYP) requirements under the No Child Left Behind Act, or that have significant percentages or number of students reading below grade level, or both. The goals of this program are to: Raise student achievement in middle and high schools by improving the literacy skills of struggling adolescent readers; and Help build a strong, scientific research base around specific strategies that improve adolescent literacy skills. |
|  |  |  | **Office of Safe and Drug Free Schools (OSDFS)** |
| 84.184H Safe and Drug-Free Schools-Prevention of High Risk Drinking and Violent Behavior among College Students | 1-Apr-09 | Prevention of High Risk Drinking and Violent Behavior among College Students | This program provides funds to develop, enhance, implement, and evaluate campus-based and/or community-based prevention strategies to reduce high-risk drinking or violent behavior among college students. Prevention initiatives should be designed to reduce both individual and environmental risk factors and enhance protective factors in specific populations and settings. |
| 84.184N Alcohol and Other Drug Prevention Models on College Campuses | 4-Apr-09 | Alcohol and Other Drug Prevention Models on College Campuses | The goals of this program are to identify and disseminate information about exemplary and effective alcohol or other drug (AOD) abuse prevention programs implemented on college campuses. Through this grant program, the Department of Education will also recognize colleges and universities whose programs, while not yet exemplary or effective, show evidence that they are promising. An IHE that receives funding as an exemplary or effective program must enhance and further evaluate, and disseminate information about the AOD-prevention program being implemented on its campus. An IHE recognized as having a promising program must enhance and further evaluate its program. |
| 84.215E Elementary and Secondary School Counseling | 28-Jan-09 | Elementary and Secondary School Counseling | This program provides funding to LEAs to establish or expand elementary and secondary school counseling programs, with special consideration given to applicants that can: Demonstrate the greatest need for counseling services in the schools to be served; Propose the most innovative and promising approaches; and Show the greatest potential for replication and dissemination. Projects should: (1) use a developmental, preventive approach, (2) expand the inventory of effective counseling programs, (3) include in-service training, and (4) involve parents and community groups. |
| 84.215F Carol M. White Physical Education Program | 6-Mar-09 | Carol M. White Physical Education Program | The Carol M. White Physical Education Program provides grants to LEAs and community-based organizations (CBOs) to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade. Grant recipients must implement programs that help students make progress toward meeting state standards. Funds may be used to provide equipment and support to enable students to participate actively in physical education activities. Funds also may support staff and teacher training and education. |
| 84.215H Carol M. White Physical Education Program | 24-Feb-09 | Carol M. White Physical Education Program | This program provides assistance to eligible children to become ready for school. To be eligible for funding, a project must propose to: Deliver services to eligible children and their families that foster eligible children’s emotional, behavioral, and social development; Coordinate and facilitate access by eligible children and their families to the services available through community resources, including those related to mental health, physical health, substance abuse, education, domestic violence prevention, child welfare, and social services; and Develop or enhance early childhood community partnerships and build toward a community system of care that brings together child-serving agencies or organizations to provide individualizedsupports for eligible children and their families. |
| 84.215M Grants for the Integration of Schools and Mental Health Systems | 23-Feb-09 | Grants for the Integration of Schools and Mental Health Systems | This program provides grants to SEAs, LEAs, and Indian tribes for the purpose of increasing student access to quality mental health care by developing innovative programs that link school systems with local mental health systems. A funded program must include all of the following: Enhancing, improving, or developing collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students; Enhancing the availability of crisis intervention services, appropriate referrals for students potentially in need of mental health services, and ongoing mental health services; Providing training for the school personnel and mental health professionals who will participate in the program; Providing technical assistance and consultation to school systems and mental health agencies, and families participating in the program; Providing linguistically appropriate and culturally competent services; and Evaluating the effectiveness of the program in increasing student access to quality mental health services, and making recommendations to the secretary of education about sustainability of the program. |
| March of Dimes Research Program | 30-Apr-09 | March of Dimes | Research subjects appropriate for support by the March of Dimes include biological processes governing development, genetics, clinical studies, studies of reproductive health, environmental toxicology, and social and behavioral studies. The March of Dimes are interested in applications proposing research that advances our understanding of—and therefore our ability to prevent—the cognitive and behavioral risks that affect outcomes of pregnancy, the perinatal period, and subsequent child development. Because change in behavior is an important component of several of our campaigns, the March of Dimes are interested in studies that address this method of prevention. |
| USDOE - Indian Children Demonstration Project | 6-Mar-09 | <http://www.ed.gov/legislation/FedRegister/announcements/2009-1/012109b.html> | The purpose of the Demonstration Grants for Indian Children program is to provide financial assistance to projects that develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary, and secondary Indian students. |
| USDO - Professional Development for Native Americans | 3-Mar-09 | [http://www.ed.gov/legislation/FedRegister/announcements/2009-1/012309c.html](https://mail.okstate.edu/owa/redir.aspx?C=710fe3eb24d84a9f88573d03455f9f19&URL=http%3a%2f%2fwww.ed.gov%2flegislation%2fFedRegister%2fannouncements%2f2009-1%2f012309c.html) | The purpose of the Professional Development program is to (1) increase the number of qualified Indian individuals in professions that serve Indians; (2) provide training to qualified Indian individuals to become teachers, administrators, teacher aides, social workers, and ancillary educational personnel; and (3) improve the skills of qualified Indian individuals who serve in the education field.  Activities may include, but are not limited to, continuing education programs, symposia, workshops, conferences, and direct financial support. |
| NSF- Robert Noyce Teacher Scholarship Program | Letter of Intent Deadline Date: 10-Feb-09 | [http://www.nsf.gov/funding/pgm\_summ.jsp?pims\_id=5733&govDel=USNSF\_39](https://mail.okstate.edu/owa/redir.aspx?C=31b0f26e9f104d37add439070aaca185&URL=http%3a%2f%2fwww.nsf.gov%2ffunding%2fpgm_summ.jsp%3fpims_id%3d5733%26govDel%3dUSNSF_39) | The Robert Noyce Teacher Scholarship Program seeks to encourage talented science, technology, engineering, and mathematics majors and professionals to become K-12 mathematics and science teachers. The program provides funds to institutions of higher education to support scholarships, stipends, and academic programs for undergraduate STEM majors and post-baccalaureate students holding STEM degrees who commit to teaching in high-need K-12 school districts |
| USDOE - Women's Educational Equity Act Program | 23-Feb-09 | [http://www.ed.gov/programs/equity/index.html](https://mail.okstate.edu/owa/redir.aspx?C=31b0f26e9f104d37add439070aaca185&URL=http%3a%2f%2fwww.ed.gov%2fprograms%2fequity%2findex.html) | The purpose of the program is: (a) To promote gender equity in education in the United States; (b) to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX; and (c) to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex, race, ethnic origin, limited English proficiency, disability, or age. |
| Innovative Math and Science Programs in Middle and High Schools | 30-Mar-09 | [http://www.hp.com/hpinfo/grants/us/hpiie.html](https://mail.okstate.edu/owa/redir.aspx?C=31b0f26e9f104d37add439070aaca185&URL=http%3a%2f%2fwww.hp.com%2fhpinfo%2fgrants%2fus%2fhpiie.html) | The 2009 HP Innovations in Education grants for secondary school districts in the United States will provide funding to school districts working to launch innovative pilot initiatives that support administrators and teachers responsible for student success in math and science in middle and/or high schools. HP plans to award approximately twenty-five grants to public or qualified private school districts. Each grant is valued at more than $270,000 in HP technology, cash, and professional development. Projects must promise innovations in leadership capacity (creating a network of school administrators and key teachers who implement innovative approaches to curriculum, instruction, and the use of technology to enhance math/science learning), digital learning environments (this can include innovations in online learning, virtual worlds, gaming for learning, and simulations), the secondary student design and research experience (making math and science real and relevant by involving secondary students in design and research challenges that address real needs in society; this can include local and/or global service learning), and high-tech career awareness (engaging administrators, teachers, and students in ways that increase awareness and interest in high-tech college degree programs and careers). |
| National Aeronautical and Space Administration Category - Earth and Space Science Research | 31-Oct-09 | [http://nspires.nasaprs.com/external/solicitations/summary.do?method=init&solId={7A237BC8-9809-BB78-](https://mail.okstate.edu/owa/redir.aspx?C=31b0f26e9f104d37add439070aaca185&URL=http%3a%2f%2fnspires.nasaprs.com%2fexternal%2fsolicitations%2fsummary.do%3fmethod%3dinit%26solId%3d%257b7A237BC8-9809-BB78-9C86-BB33ACF962C9%257d%26path%3dopen) | This NASA Research Announcement (NRA) solicits proposals for supporting basic and applied research and technology across a broad range of Earth and space science program elements relevant to one or more of the following NASA Research Programs: Earth Science, Heliophysics, Planetary Science, and Astrophysics. This ROSES NRA covers all aspects of basic and applied supporting research and technology in space and Earth sciences, including, but not limited to: theory, modeling, and analysis of SMD science data; aircraft, stratospheric balloon, and suborbital rocket investigations; development of experiment techniques suitable for future SMD space missions; development of concepts for future SMD space missions; development of advanced technologies relevant to SMD missions; development of techniques for and the laboratory analysis of both extraterrestrial samples returned by spacecraft, as well as terrestrial samples that support or otherwise help verify observations from SMD Earth system science missions; determination of atomic and composition parameters needed to analyze space data, as well as returned samples from the Earth or space; Earth surface observations and field campaigns that support SMD science missions; development of integrated Earth system models; development of systems for applying Earth science research data to societal needs; and development of applied information systems applicable to SMD objectives and data. |
| US Department of Justice Category - Children's Justice Act Partnerships for Indian Communities | 6-Apr-09 | [http://www.ojp.usdoj.gov/ovc/fund/dakit.htm](https://mail.okstate.edu/owa/redir.aspx?C=31b0f26e9f104d37add439070aaca185&URL=http%3a%2f%2fwww.ojp.usdoj.gov%2fovc%2ffund%2fdakit.htm) | A total of up to $2.5 million is available to federally recognized Indian tribes and nonprofit tribal organizations to help American Indian and Alaska Native (AI/AN) communities develop, establish, and operate specialized services and procedures to improve the investigation, prosecution, and overall handling of cases of child abuse, and to address the needs of AI/AN child abuse victims in a manner that lessens the trauma to the victims and increases culturally appropriate service provision. |